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ABSTRACT

This resource guide for teachers of elementary Mohawk contains the following elements: (1) an outline of language learning levels, (2) a description of developmental traits of elementary school students, (3) an indication of elementary school curriculum areas that can be taught in Mohawk, and (4) a development of the language component of the curriculum. Each of the 13 language units includes student objectives, vocabulary lists, a sample lesson plan, and a sample activity sheet. The units are arranged according to the following topics: (1) Names, greetings, commands; (2) colors; (3) numbers; (4) family; (5) foods; (6) animals; (7) clothing; (8) household; (9) body parts; (10) money; (11) months and seasons; (12) time; and (13) action words. Also available are a corresponding assessment instrument for the vocabulary presented in this booklet and the Mohawk language checklist, Level One. (Author/AMH)

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KANIENKEHAKA TIONTENIENTENSTAKWA

(A Language Guide for Elementary Mohawk)

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INTRODUCTION

The Mohawk Language Elementary Guide (Kanienkehaka Tiontenientenstakwa) is a resource for language teachers of elementary Mohawk.

This guide consists of an introduction of language levels, developmental traits of elementary students and curriculum areas that can be taught in Mohawk.

Each language area includes student objectives, vocabulary lists, a sample lesson plan and a sample activity sheet.

The Kanienkehaka Tiontenientenstakwa has been developed to provide elementary language teachers with a classroom teaching aid. The lesson plans and activity sheets found in this booklet can be used in their entirety or as a pattern for developing additional classroom aids. The vocabulary includes those words that are presently being taught in the elementary classroom. Selection of vocabulary to be taught is up to the discretion of the individual language teacher.

*Note: There is a corresponding assessment instrument for the vocabulary presented in this booklet. The Mohawk Language Checklist Level I is available in another booklet.

LEVELS

Levels were developed to introduce sequence into language teaching.

Level I	Introductory Mohawk. Oral - Aural.
Level II	Expanded vocabulary development, reading and written use of the language on an elementary level.
Level III	Workable knowledge of the language and increasing fluence.
Level IV	Fluency in the speaking and written aspects of the Mohawk Language.

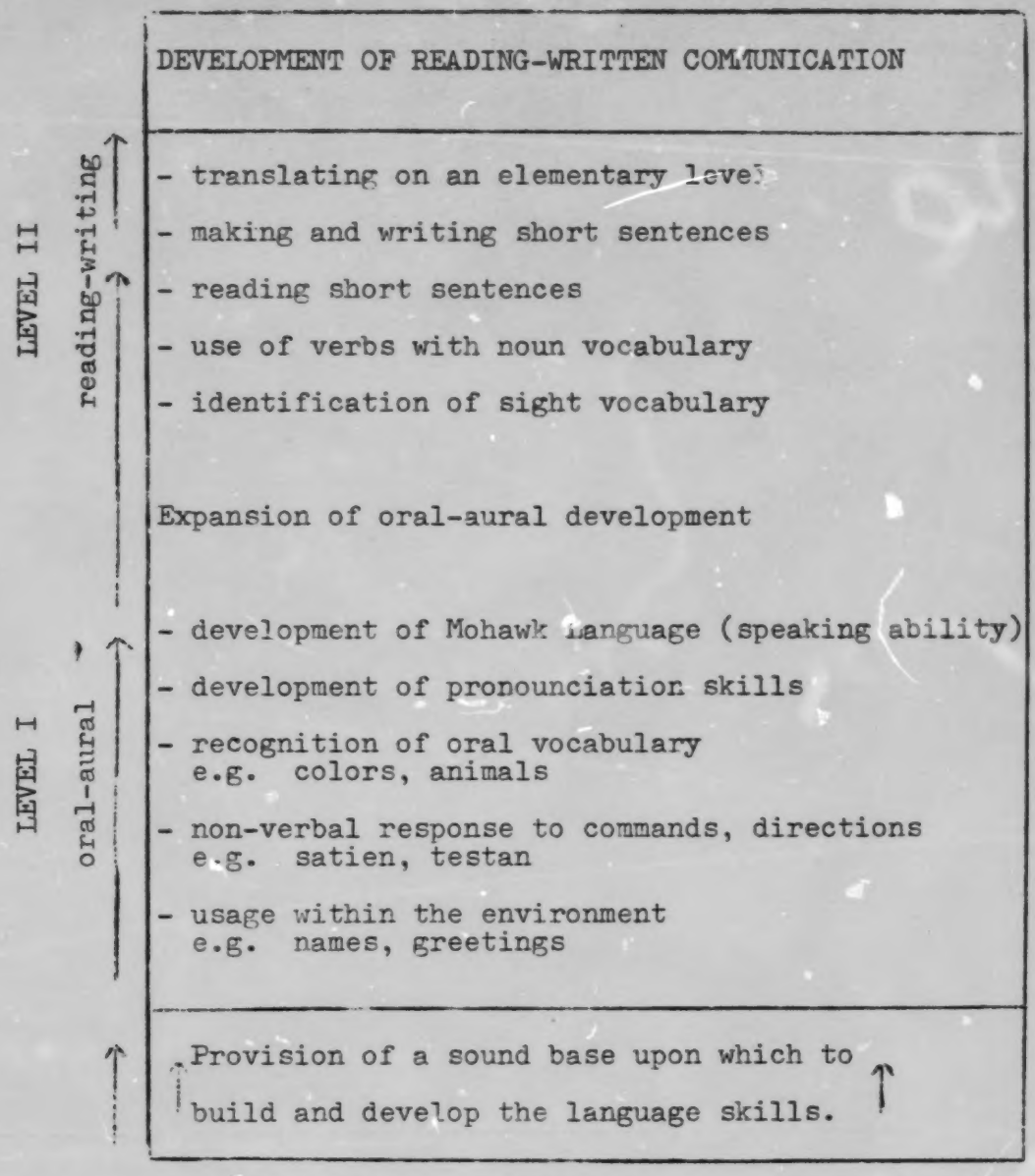
Level I indicates that the student is at the beginning level of vocabulary development. This level concentrates on the oral and listening aspects. It is important to create "a climate of sound" [1]Croft, Hess p.210 to establish a foundation for Mohawk Language Development.

Level II is the stage at which the student has some speaking vocabulary and is increasing in language development. Much of the written vocabulary is recognized and the ability to communicate both orally and written is being developed.

*This language guide contains only the material for teaching at the first two levels (Level I and Level II)

2.0

LANGUAGE LEVEL SEQUENCE


DEVELOPMENT OF READING-WRITTEN COMMUNICATION
LEVEL II
reading-writing
- translating on an elementary level
- making and writing short sentences
- reading short sentences
- use of verbs with noun vocabulary
- identification of sight vocabulary
Expansion of oral-aural development
LEVEL I
oral-aural
- development of Mohawk language (speaking ability)
- development of pronounciation skills
- recognition of oral vocabulary
e.g. colors, animals
- non-verbal response to commands, directions
e.g. satien, testan
- usage within the environment
e.g. names, greetings
Provision of a sound base upon which to build and develop the language skills.

*The above chart reads from bottom to top.

2.1

CURRICULUM CONTENT AREAS

LEVEL I

(6 A Teacher's Curriculum Guide K-6)

DEVELOPMENTAL TRAITS OF 5-10 year olds -Grades K-3

1. By the age of 6, the average child has attained 42% of physical adult size while the brain and central nervous system have attained 90% of their size. Of course growth of the child will continue to occur, but the increments will be much smaller.
2. The children of this age group are now beginning and will continue to learn skills for ordinary games. Socialization with peer groups in game situations is important as is socialization in the classroom setting.
3. It is at this time that children begin to formulate and develop conscience, a sense or morality, and a scale of values. By the age of 11 or 12, these items are well-engrained into the personality of the child and are likely to remain relatively unchanged.
4. The learning of culturally appropriate psychosexual roles begins to take place in earnest during this time period.
5. The achievement of personal independence begins to take place. The child entering school experiences a suddenly expanded "world"--from his or her home to the neighborhood, then to the community. No longer is the child content to remain in his or her previous world, namely home and family.
6. The child will begin to evaluate himself/herself in terms of the school standards and the standards of his or her school peers. Self-concept will modify from the image set previously by his/her parents and siblings.

3.1

LANGUAGE ARTS

Mohawk Language Level I

(pre-reading, pre-writing, development of oral communication skills and auditory discrimination)

Recognize and write own Indian Name.
Recognize oral vocabulary for foods, clothing, family, colors, numbers, seasons, time, household, parts of the body, money, animals.
Associate vocabulary words with pictures.
Develop correct pronounciation of the language.
Expand listening vocabulary.
Listen to directions (commands).
Develop motor skills (fine and large muscles).
Develop left to right progression.
Recognize and recall letters in the Mohawk Alphabet.
Distinguish between sounds of the alphabet.

32

MATHEMATICS

Mohawk Language Level I

Recognize numbers when presented orally (1-20).

Develop "one to one" correspondence (matching numbers to objects).

Learn to enumerate (count) to 20 in Mohawk.

Recognize ordinals (1-10 and 10-20).

Develop readiness for addition and subtraction.

Reproduce and name numerals (1-20(.

Develop concept of "set", "group" e.g. wisk

Develop concepts of small, big.

Develop concept of time (clock, hour, 1/2 hour, calendar, month, day of week).

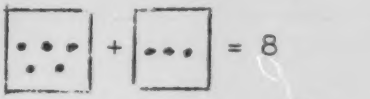
Develop concept of money (nickle, dime, penny).

Extension

Learn use of the number line (grades 1-2).

Learn addition and subtraction facts (grades 1-3).

Use number sentences (grade 3).

Learn to join sets (grade 3) e.g. 

wisk asen satekon

*Vocabulary for many mathematical concepts are not included in the Mohawk Language e.g. metrics, and must be taught in English.

3.3

SCIENCE

Mohawk Language Level I

Identify and name the colors.

Group and classify according to like characteristics.

e.g. colors

Recognize time concepts (seasons, day-night).

Name familiar animals (domestic, wild).

Learn names of common foods

e.g. fruits, vegetables, bread, eggs.

Recognize weather vocabulary.

Learn names of the seasons.

Learn vocabulary for parts of the body.

e.g. hand, head, arm, leg.

CURRICULUM CONTENT AREA

Level II

DEVELOPMENTAL TRAITS OF 10-12 YEAR OLDS

By the time a student reaches the 4th grade, he or she is most likely to:

1. Show an increasing concern for group recognition and approbation.
2. Reject standards of home in favor of those of peer group or a clique.
3. Become a member of some secret society or social club.
4. Fluctuate between a need for independence and for dependence.
5. Be inconsistent and variable in regard for parents.
6. Be torn between loyalty to home and allegiance to peers.
7. Take good health for granted and become concerned only on those occasions when an illness threatens to interfere with activities.
8. Lack maturity of judgement.
9. Greatly increase interest in facts of all kinds and show desire to extend intellectual as well as physical horizons.
10. Be critical of explanations of scientific phenomenal, often demand evidence, and be alert to the claims of propaganda.

LANGUAGE ARTS

Mohawk Language Level II

Expand oral vocabulary.

Write and pronounce Mohawk syllables.

Review oral vocabulary for each area of Level I

(family, clothing, etc.)

Recognize and write vocabulary for areas of Level I.

Expand sight word vocabulary.

Read and write short sentences.

Pronounce vocabulary words.

Increase speaking skills.

Expand speaking -- increased usage of language.

Know about and recall legends.

MATHEMATICS

Mohawk Language Level II

Review numbers 1-20 orally,

Write numbers 1-20.

Recognize number words 20-100.

Read and write number words to 100.

Add and subtract.

e.g. wisk + asen = satekon.

Multiply and divide.

e.g. tekeni x enska = tekeni.

Use fractions.

e.g. asennen

Name denominations of money.

e.g. enska sants, wisk sants.

*Vocabulary for many mathematical concepts are not included in the Mohawk Language e.g. metrics therefore are taught in English only.

SCIENCE

Mohawk Language Level II

Review material for Level I orally.

Develop reading and writing of science vocabulary.

Expand and develop vocabulary for:

- weather, climate
- rocks, earth
- animals (add to those from Level I, include habitats)
- environment
- the human body
- plant life
- the solar system
- the earth and environmental aspects
- survival (food, clothing, homes, herbs and medicines).

LANGUAGE COMPONENT

4.0

LANGUAGE COMPONENT

		Materials
Level I	Introduction to Mohawk Language -oral, aural component of language development -pre-readiness and readiness stage -understanding and comprehension of the spoken language	Concrete or simulated objects pictures picture booklet symbols letter sounds
Level II	Reading and writing component of language arts. Comprehension, application of vocabulary and language. Basic reading and writing skills.	pre-primers (basic vocabulary, no word changes) Building vocabulary (basic words, some word changes) primers (introductory word changes, short sentences) Basal readers (word changes, sentences)

Introduction

The language component contains the teaching concepts for each unit, student objectives, vocabulary, sample lesson plans and activity sheets.

The student objectives are written at two levels, Level I oral/aural, Level II reading, writing.

The lesson plans and activity sheets have been written for Level II. These can be adapted for Level I by deleting the sight word vocabulary presentation. The activity sheets may be used in the same manner (words may be covered) for Level I. Additional lesson plans and activity sheets may be developed using a similar format as the teacher develops each language unit.

The spelling of the vocabulary selected for this guide corresponds with that being used by the staff. It may differ from the spelling used by other Mohawk Language Teachers.

LANGUAGE COMPONENT

4.0 Language Component

4.1 Names Greetings Commands

4.2 Colors

4.3 Numbers

4.4 Family

4.5 Foods

4.6 Animals

4.7 Clothing

4.8 Household

4.9 Body Parts

4.10 Money

4.11 Months and Seasons

4.12 Time

4.13 Action Words

UNIT I

Names Greetings Commands

Promotion of oral communication and expansion of listening skills.

4.1

STUDENT OBJECTIVES

LEVEL I.

The student will:

1. respond with own Indian name when asked
2. respond to greetings shekon and onen by repeating them
3. use a greeting and a name in a sentence
   e.g. Shekon Anen.
4. carry out the action and repeat the vocabulary for five commands e.g. satkato, testan, kats, was satien
5. pronounce and use five command words in a sentence
   e.g. Oksa kats. Satien tanon totek.

LEVEL II

The student will:

1. read and write own Indian name.
2. pronounce greetings when written on the board or on word cards.
3. write each greeting correctly.
4. read each command when presented with the sight word using blackboard or flash cards.
5. write each command correctly.
6. write a complete sentence using a name and a greeting
   e.g. Shekon Tawit.
7. write a complete sentence for five commands
   e.g. Anen oksa kats.

VOCABULARY

Names (examples)

Anen	Tawit
Onwari	Saró
Teres	Atón:wa
Kaná:statsi	Sak
Akat	Sóse

Greetings

Shekon

Onen

Commands

Kats	was	ken:tho sesek	senhó:ton
sakien	óksa	sewakien	tesewatan
testan	totek	senta	serathen
tasha	satkatho	saieson	satita

Extending vocabulary:

Sken nen kó:wa ken?

Sken nen kó:wa oknise.

Tanon (connecting word)

SAMPLE LESSON PLAN

Topic Commands Level II

Time 20-30 minutes

Vocabulary: kats was sakien testan senho:ton

PURPOSE: To teach the students vocabulary words so they will be able to respond to directions (commands).

INSTRUCTIONAL OBJECTIVES:

The student will:

1. repeat each command as it is presented orally
2. repeat each command as the word card is presented
3. act out each command as it is presented orally and with the word card
4. recall and act out four out of five commands.

MATERIALS:

word cards (flash cards), stick figure picture cards

METHODS:

Hold up each picture card for sakien. Say the word, holding up the flash card. Have the students pronounce the word.

Repeat with kats, was, testan and senhoten.

Hold up the word cards one at a time and have the students take turns acting each one out.

EVALUATION:

Each student will choose four commands say them orally, write each one on the board and act each one out.

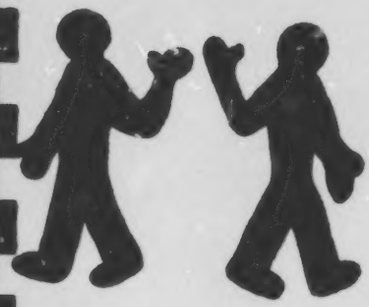
4.1c

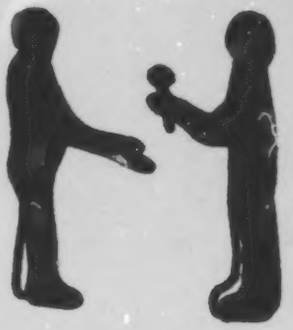
COMMANDS

IRECTIONS: UNDER EACH PICTURE WRITE IN THE CORRECT WORD

SÁKIEN TEŚTAN TAŚHA SATKÁTHO SENHÓ:TON ONEN SATENTI

KÁ:TS





UNIT II

COLORS

Association of listening vocabulary

1) with concrete objects or pictures for colors (Level I)

2) by using the sight vocabulary for colors (Level II)

4.2

STUDENT OBJECTIVES

LEVEL I

The student will:

1) select a color card when Mohawk word is presented
2) pronounce each word as the color card is held up
3) choose five color cards from a group of cards
4) pronounce the word for each color.

LEVEL II

The student will:

1) read the color word for each word card
   e.g. kahontsi
2) copy each color word from the board or word chart
3) read and write five color words correctly
4) respond to oniwasokoten by naming the correct color.

VOCABULARY

Òron:ia	onekwéntara'
óhonte'	otsì:nekwar
athésa	ariwawàkonnéha'
karà:ken	kahòn:tsi
okiarèn:ta'	

Extending vocabulary:

Oniwasokóten?

Onihasokóten?

4.2b

SAMPLE LESSON PLAN

Topic Colors Level II

Time 30 minutes

Vocabulary: oronia' athesa ohonte' kara:kon

PURPOSE: To teach students vocabulary for color recognition.

INSTRUCTIONAL OBJECTIVES:

The student will:

1) repeat each vocabulary word as the color is presented
2) repeat each word as the color word card is presented
3) give the correct color when the color card is presented and oniwasokoten is asked.
4) choose the correct color word card when a color is given.

MATERIALS:

Color cards (9½ x 11) and word cards for blue, brown, green and white.

METHODS:

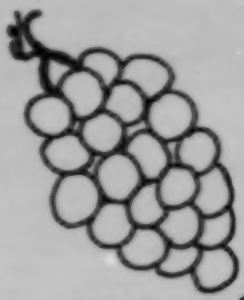
Present a blue color card. Say oronia. Have the students repeat the word. Place the word card beside the color. Repeat oronia. Present each vocabulary word in this manner. Hold up the blue card. Say oniwasokoten. Call on a student. Repeat with each color.

EVALUATION:

Each student will choose four color cards, identifying each color and pronouncing it correctly.

4.2c

COLOR THE PICTURES



ARIWAWÁ'KONÉHA'

AKIARÈN:TA'

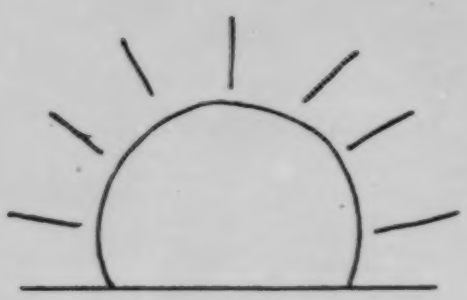
ORÒN:IA'

KAHÒN:TSI

ÓHONTE'

KARÁ:KEN

ONEKWÉNTARA'

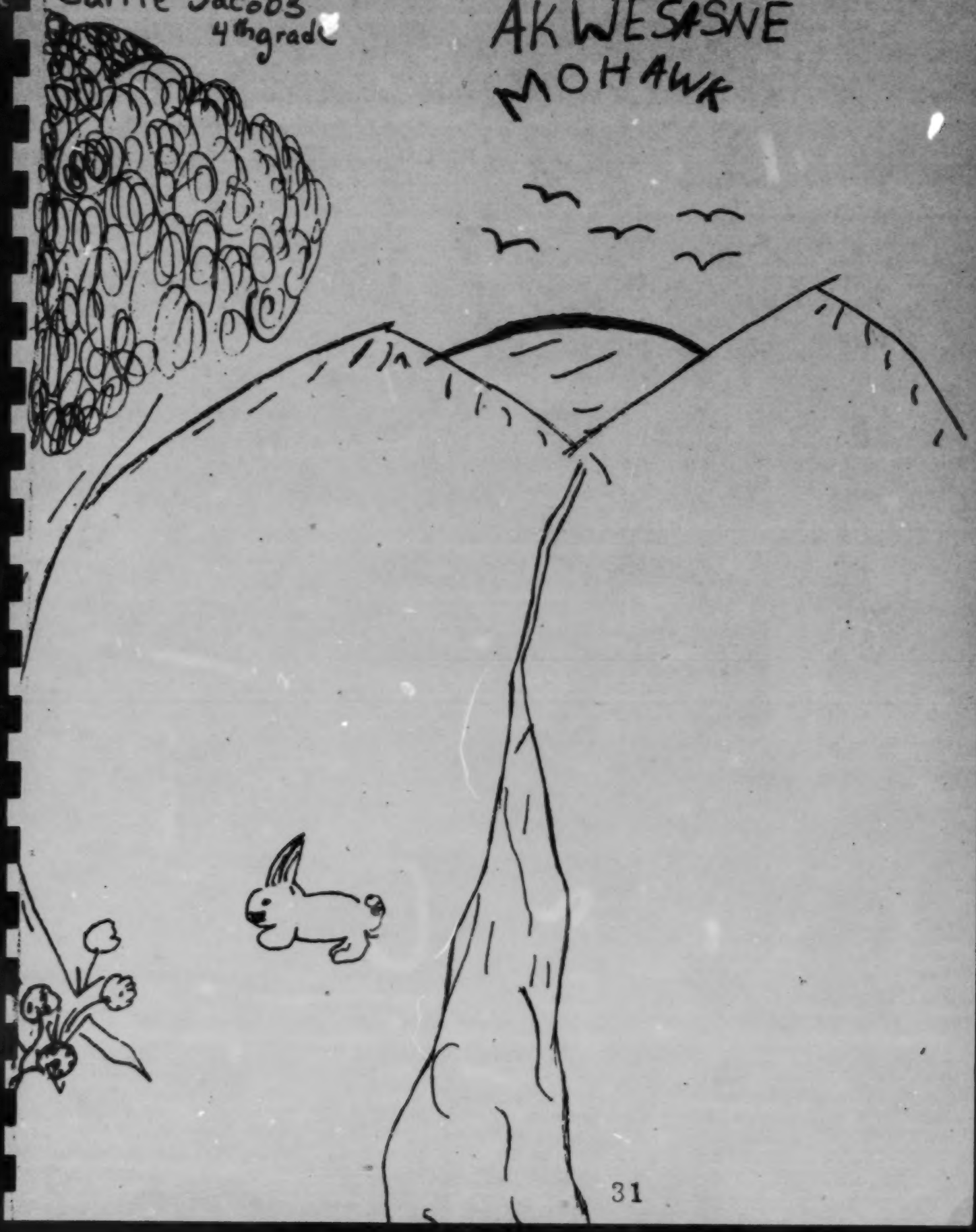


OTSÌ:NEKWAR

ATHÉSA

Carrie Jacobs
4th grade

AKWESASNE
MOHAWK



UNIT III

Numbers

Association of listening vocabulary

1) with concrete objects or pictures for numbers (Level I)

2) by using the sight vocabulary for numbers (Level II)

STUDENT OBJECTIVES

LEVEL I

The student will:

1) select corresponding picture or numeral when number is presented
2) pronounce each number word correctly
3) say the number word when the numeral is shown
4) count from enska to tewasen orally
5) respond to tonikon when asked

LEVEL II

The student will:

1) read and pronounce each number word as it is shown
2) match number of objects to word card

   e.g. iaiak

3) write each number word correctly from enska to tewasen
4) choose and pronounce number words when the domino card is presented and tonikon is asked.

VOCABULARY

énska	énska iawénre
tékeni	tékeni iawénre
ásen	ásen iawénre
kaié':ri	kaié:ri iawénre
wísk	wísk iawénre
iá:iak	iá:iak iawénre
tsiá:ta	tsiá:ta ia iawénre
saté:kon	sate:kon iawénre
kio'ton	kio'ton iawénre
oié:ri	tewa'sen

Extending vocabulary:

Tonikon?

4.3b

SAMPLE LESSON PLAN

Topic Counting 1-5 Level II

Time 30 minutes

Vocabulary: enska, tekeni, asen, kaiere, wisk

PURPOSE:

To teach the students to recognize and count the numbers 1-5.

INSTRUCTIONAL OBJECTIVES:

The student will:

1. repeat each number word as it is presented
2. repeat the number word as the word card is presented
3. say the numbers in proper order 1-5.

MATERIALS:

Number word cards, counters, wooden or flannel numbers, flannel board.

METHODS:

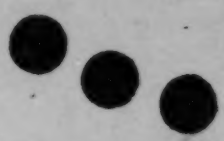
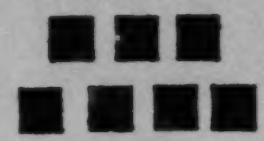
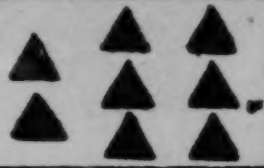
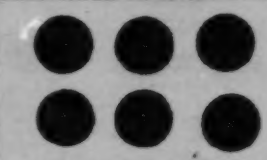
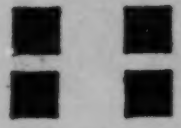
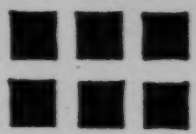
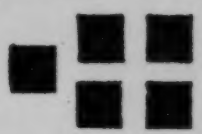
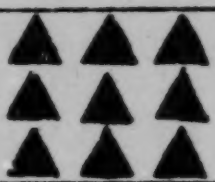
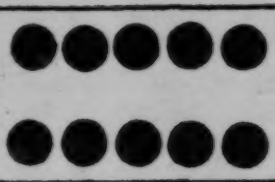
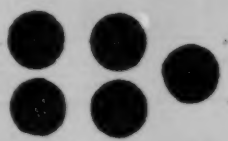
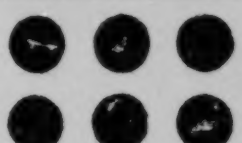
Place the flannel number 1 on the board. Say enska, place the word card beside the number. Repeat. Have the students repeat the number. Proceed with tekeni, asen, kaiere and wisk. Remove the cards and numbers from the board. Call on students to arrange the numbers in proper sequence, pronouncing each correctly.

EVALUATION:

Each student will arrange the numbers in proper order saying each number correctly.

4.3c

CIRCLE THE--CORRECT SET.

TÉKENI			
KIÓTON			
ÁSEN			
IÁ:IÁ'K			
OIÉ:RI			
WÍSK			
EŃ:SKA			
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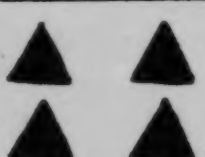
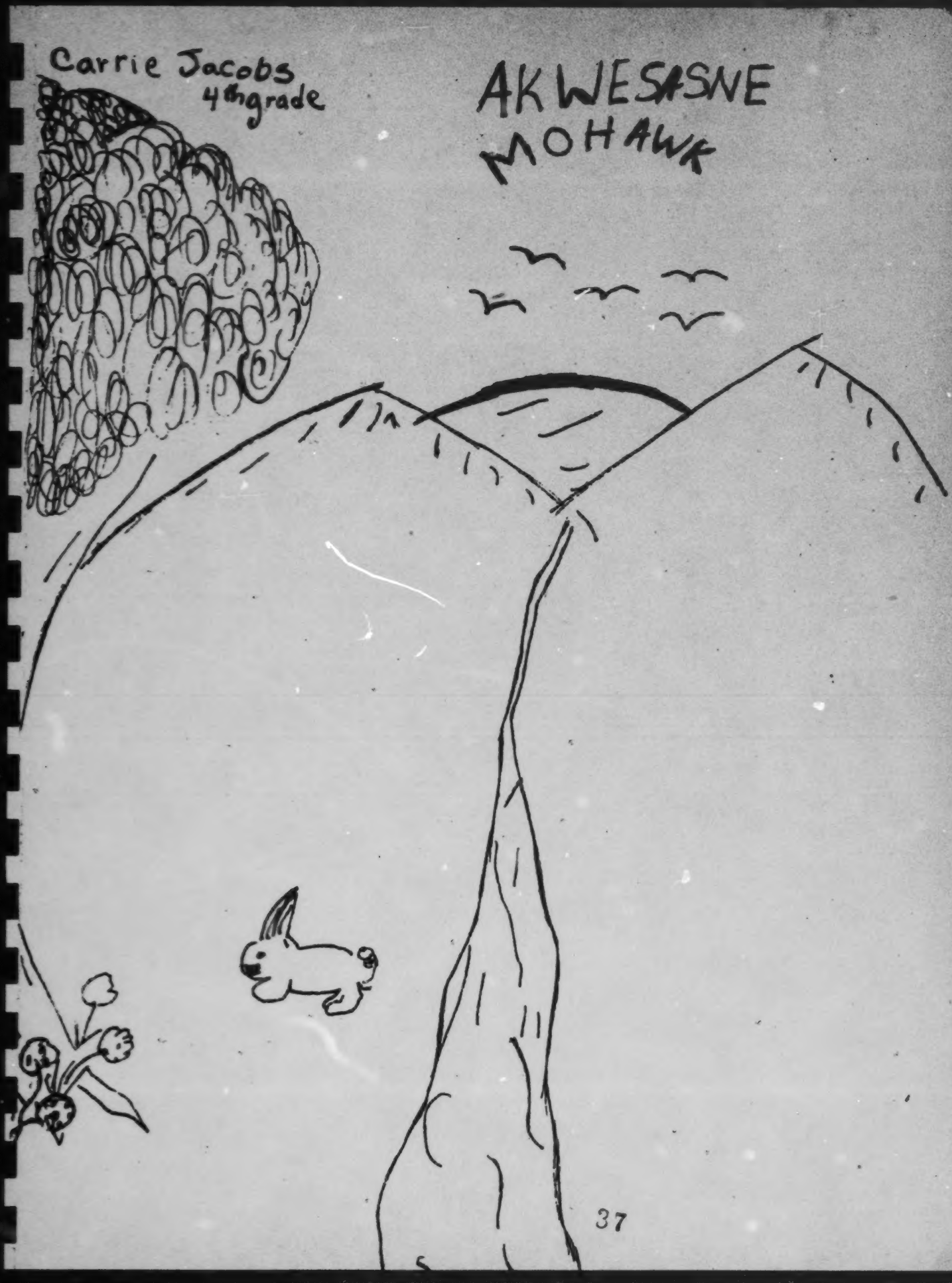
SÁTÉ:KON			


Carrie Jacobs
4th grade
AKWESASNE
MOHAWK

UNIT IV

FAMILY

Association of listening vocabulary

1) with concrete objects or pictures of the family (LevelI)

2) by using the sight vocabulary for family (Level II)

STUDENTS OBJECTIVES

LEVEL I

The student will:

1) repeat each word as the picture of a family member is placed on the flannel board.
2) choose correct picture when word is given orally.
3) name the family member when the picture is presented.

LEVEL II

The student will:

1) read and pronounce each word correctly.
2) match the word with the corresponding picture of a family member.
3) write each word correctly.
4) make a sentence for three members of the family.

VOCABULARY

ista´	ieksa:a
ra´keni	a´kso
owira:a	ra´kso
raksa´:a	kia´se

EXTE'DING VOCABULARY

Aksó´tha

Raksó´tha

Wakien'

Saien ken?

Sentences to translate:

. Saien ken ista

Saien ken rakeni

Saien ken aksotha

Saien ken raksotha

Hen, wakien.

4.4b

SAMPLE LESSON PLAN

Topic Family Level II

Time 30 minutes

Vocabulary: ista, rakeni, owira:a, raksa:a, ieksa:a

PURPOSE: To teach the students vocabulary for family members.

INSTRUCTIONAL OBJECTIVES:

The student will:

1) repeat orally the word for each family member as they are presented;
2) repeat the vocabulary as the word card is presented;
3) match the word cards to the corresponding picture.

MATERIALS:

flannel pictures and word cards: mother, father, baby, girl, boy, flannel board.

METHODS:

Place the flannel figure for ista on the flannel board. Say ista. Place the word card beside it repeat ista. Have the students repeat the word. Proceed with Rakeni, owira:a, raksa:a and ieksa:a. Remove all of the figures and words. Have the students take turns placing the figures on the board, matching them with the word card and pronouncing each correctly.

EVALUATION:

Each student will name each family member as it is pl: ed on the flannel board.

4.4c

FAMILY

DIRECTIONS: WRITE IN THE CORRECT WORD.
RÁKSO RÁKENI OWIRÁ:A RAKSÁ:A IEKSA:A ÁKSO ICTÁ

_____

_____

_____

_____

_____

_____

_____

Mohawk Language

Lisa Cavanaugh
4th grade

UNIT V

FOODS

Association of listening vocabulary

1) with concrete objects of pictures of foods (Level I)

2) by using the sight vocabulary for foods (Level II)

4.5

Student Objectivs:

LEVEL I

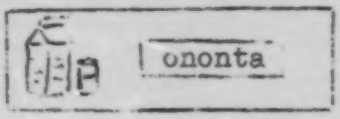
The student will:

1) repeat orally each vocabulary word for food as the picture is placed on the flannel board
2) choose the correct food picture when the word is spoken
3) recall the correct word when the picture is presented

LEVEL II

The student will:

1) say the word as the word card is placed next to the picture
2) match the corresponding picture with the word card



3) pronounce each word as the flash cards are presented
4) write each word correctly
5) translate five sentences
6) make a sentence for each of five food words
   e.g. Wakekas ononta.

4.5a

VOCABULARY

Table Foods

onekanos	otsiketa	kiononkwa:tseros
ononta	tsi:s	kana:taro
owistosera	ohnhonsa'	kanataraKeri:ta'
owa:ron	tiohiotsis	kentsion

Vegetables

oneratakate'

otsi:nekwar nikatsiko:ten

ohrhotseri

osaheta

onenste

onenata

kioneritstake:tote'

onon'honsera'ko:wa

onekwa'

Fruits

oriko:wa	otsinekwar niwahioton
wison	teiota'hakton
onenhare'	niiohontesha'kahi
sewahio:wane'	karhatakeha'

Extending Vocabulary:

wakekas rawekas tanon sekas iakawekas

Sentences to translate:

1) Wakekas owaron.

2) Ista iakawekas owistosera.

3) Takos iakawekas ononta tanon owaron.

4) [illegible]

5) Okwari rawekas otsiketa.

4.5b

SAMPLE LESSON PLAN

Topic Foods Level II

Time 30 minutes

Vocabulary: ononta owaron kanataro wakekas

PURPOSE: To teach students to recognize and say the vocabulary presented for table foods.

INSTRUCTIONAL OBJECTIVES:

The student will:

1) recite each word as the teacher places it next to the corresponding picture on the flannel board.
2) match the word with the corresponding picture
3) write each word correctly.

MATERIALS:

flash cards, flash card holder, flannel board, pictures of milk, meat, bread.

METHODS:

Say the word as the picture and word are placed on the flannel board. Repeat. Have students repeat each word as you point to the picture, then the word. Take all the cards from the board. Have students come up one at a time and place a word card next to the corresponding food picture. Have students take turns making sentences with wakekas.

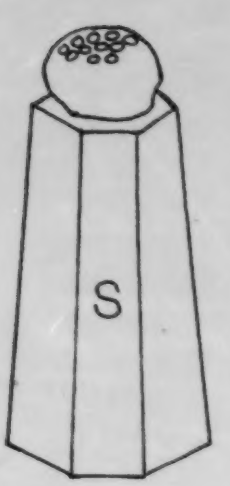
EVALUATION:

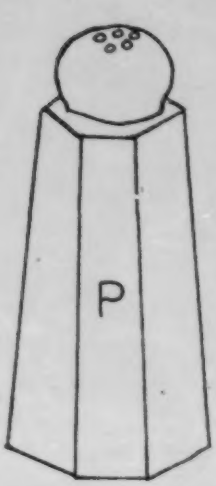
Each student will recall and say the Mohawk word for pictures; meat, milk, and bread. Make one sentence using wakekas with one other word.

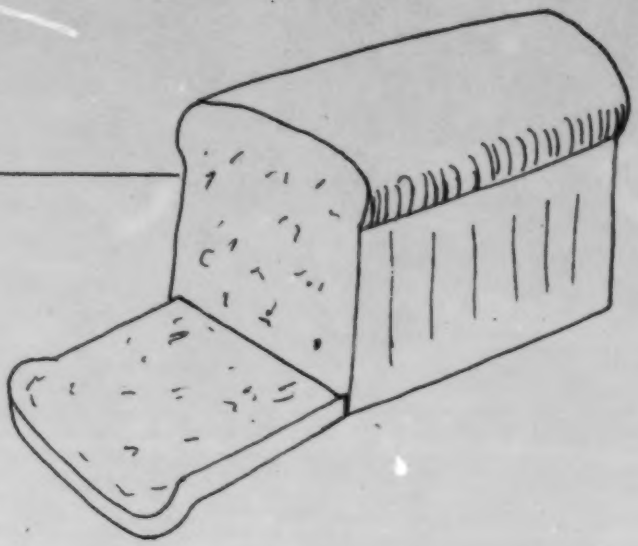
4.5c

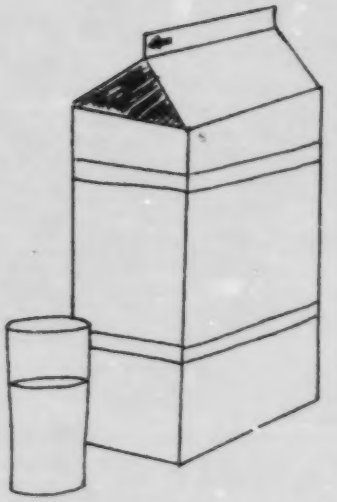
FILL IN THE BLANKS: OTSIKETA, TIOHIOTSIS, ONONTA, TIONONKWATSEROS, KANATARO, OWISTOSERA, ONEKANOS (KIONONKWATSEROS)

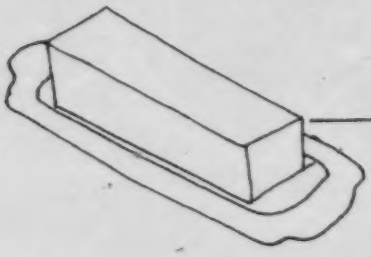
WAKEKAS...

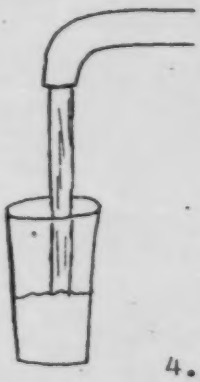




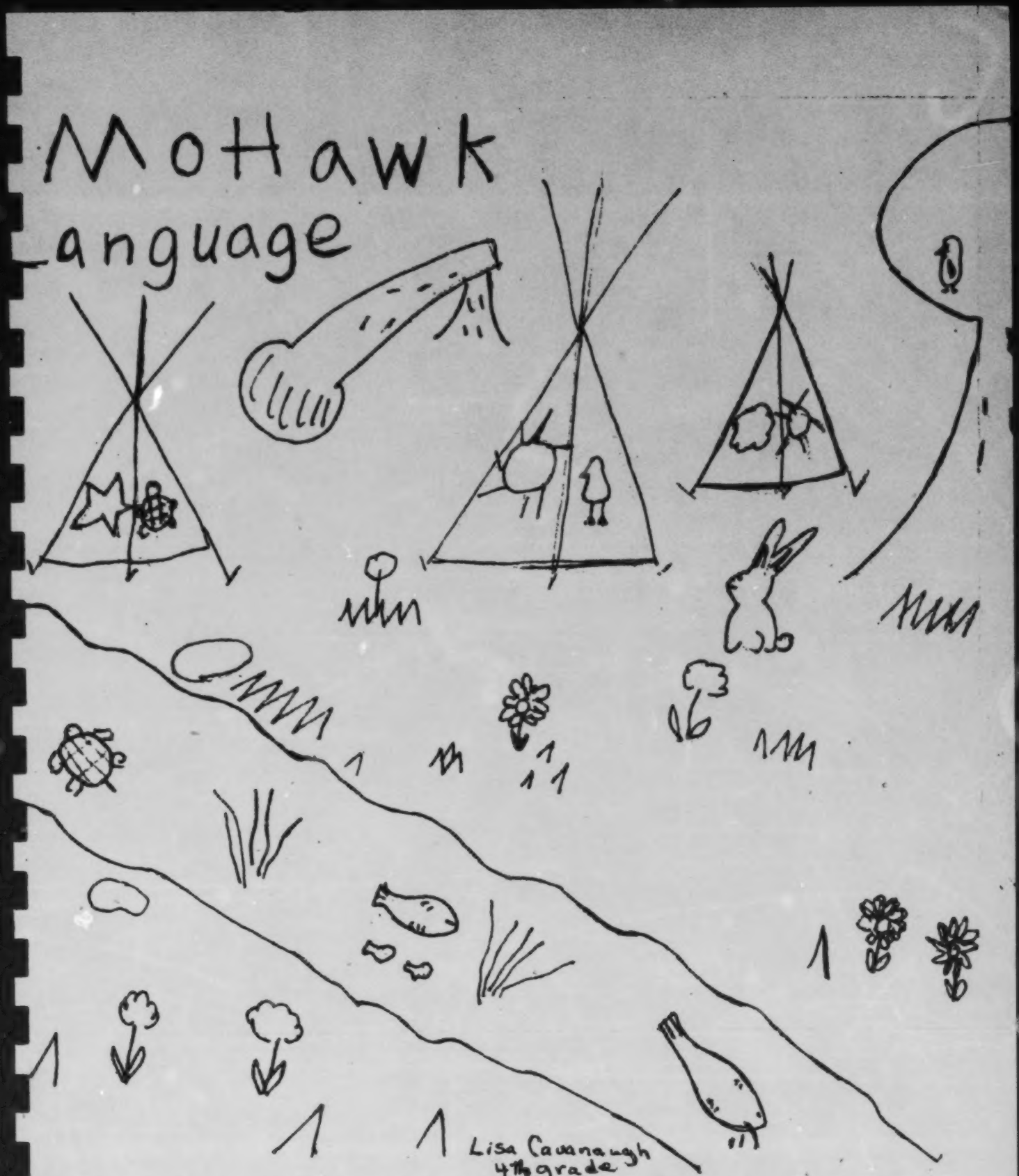








4.5d


Mohawk
Language
Lisa Cavanaugh
4th grade

UNIT VI

ANIMALS

Association of listening vocabulary

1) with pictures or objects for animals (Level I)

2) by using the sight word vocabulary for animals (Level II)

4.6

STUDENT OBJECTIVES

LEVEL I

The student will:

1) repeat orally each animal word as the picture is placed on the flannel board
2) choose correct animal picture when word is spoken
3) recall the correct animal word when picture is presented.

LEVEL II

The student will:

1) say the animal word as the word card is placed next to the picture
2) match the corresponding word card with the picture
3) pronounce each word as the animal flash card is presented takos
4) write each word correctly
5) translate five sentences
6) make a sentence for each of five animal words.

4.6a

VOCABULARY

éhrhar	tionhonskwaro
tak:ós	okwári
sóra	tsitso
kweskwes	aní:tas
teró	oskenónton
kosátens	tehahontané:ken
okwáho	otsinówen
kitkit	ta:wista:wis
a'nó:wara	

Extending Vocabulary:

wakenakwaién	
sanaskwaien	hen
ronaskwaien	iah
iakoneskwaien	

Sentences to translate:

1) Sanaskwaien ken okwari? Iah.
2) Sanaskwaien ken takos? Hen.
3) Ronaskwaien tekeni takos.
4) Iakoneskwaien asen karakon otsinowen.
5) Wakenaskwaien enska athesa kosatens.

4.6b

SAMPLE LESSON PLAN

Topic Animals Level II

Time 30 minutes

Vocabulary: okwari anowara kitkit tehahontaneken kweskwes

PURPOSE: To teach the students the Mohawk word for the animals bear, turtle, chicken, rabbit, and pig.

INSTRUCTIONAL OBJECTIVES:

The student will:

1) repeat the Mohawk word for each animal correctly
2) place the animal on the flannel board as it is named
3) pronounce the Mohawk word for each animal as it is shown
4) match the animal picture to the corresponding word.

MATERIALS:

flannel board, flannel animals, word cards

METHOD:

Place each flannel animal on the flannel board saying the correct name. Have students repeat each name. Place the vocabulary beside each animal saying the word. Mix up the animal pictures and word cards. Have students match animal pictures to corresponding word cards.

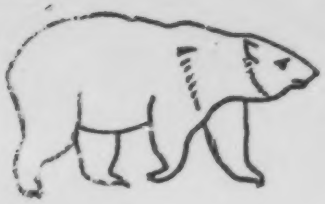
EVALUATION:

Each student will name the five animals placed on the flannel board, and find the correct name card for that animal.

4.6c

MATCHING

ANÌ:TAS



KIT KIT

TAWÍSTAWIS

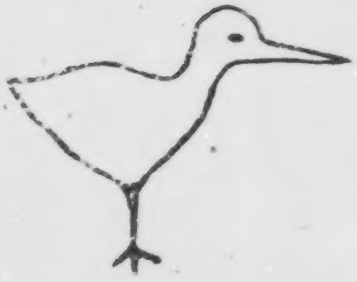
OKWÁ:RI

TAKÒ:S

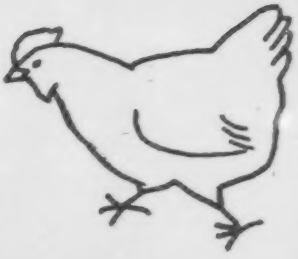
OKWÁHO

TEHAHONHTANÉ:KEN

ÉHRHAR



A'NÓ:WARA



K'WESKWES

Mohawk Language

Lisa Cavanaugh
4th grade

UNIT VII

CLOTHING

Association of listening vocabulary:

1) with concrete objects or clothing pictures (LevelI)

2) by using the sight vocabulary for clothing articles (Level II)

4.7

STUDENT OBJECTIVES

LEVEL I

The student will:

1) repeat orally each clothing word as the corresponding picture is presented
2) choose the correct picture for each word as it is pronounced
3) recall the correct word for each clothing picture.

LEVEL II

The student will:

1) say each word as it is presented
2) match the word card with the corresponding clothing picture
3) write each word correctly
4) translate five sentences
5) make a sentence for each of five food vocabulary words.

VOCABULARY

ka:ris	oiá:kara
ahta	atha'stéren
anon'warore	iáko'tastha
akia:tawi	atseronnia
a'nia:nawen	

Extending Vocabulary:

wakién	
saién	Iah, tewakien/
roién	Hen, wakién.
iako:ien	onka
Oniwasokoten?	Tonikon?

Sentences to translate:

1) Wakien tekeni ronia atasteren.
2) Saien onekwentara karis tanon karaken ahta.
3) Rakeni roien kahontsi anonwarore.
4) Owira:ah iakoien wasenrate anianawen.
5) Wakien tekeni ariwawakonneha akia:tawi.

4.7b

SAMPLE LESSON PLAN

Topic Clothing Level II

Time 30 minutes

Vocabulary: karis ahta anianawen athasteren akiatawi

PURPOSE: To teach the students Mohawk words for articles of clothing.

INSTRUCTIONAL OBJECTIVES:

The student will:

1) pronounce the Mohawk word for each article of clothing
2) say the word as each clothing article is placed on the flannel board
3) choose and name a picture
4) match the picture of a clothing article with the corresponding vocabulary word.

MATERIALS: flannel board, flannel pictures of shoe, sock, mitten, pants, dress or coat, word cards for these pictures.

METHOD:

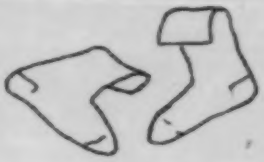
Place a picture of a shoe on the flannel board. Say ahta. Have students repeat. Place each picture on the flannel board and say the Mohawk word for it. Name each picture and hold up the corresponding flash card. Have students match picture and card.

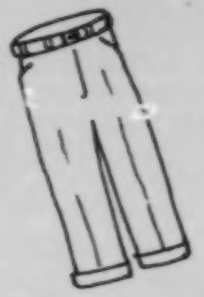
EVALUATION:

Each student will name four out of six pictures correctly and select the corresponding word cards.

4.7c

Draw a line from object to the word.





Anonwarore

Karis

Ahta

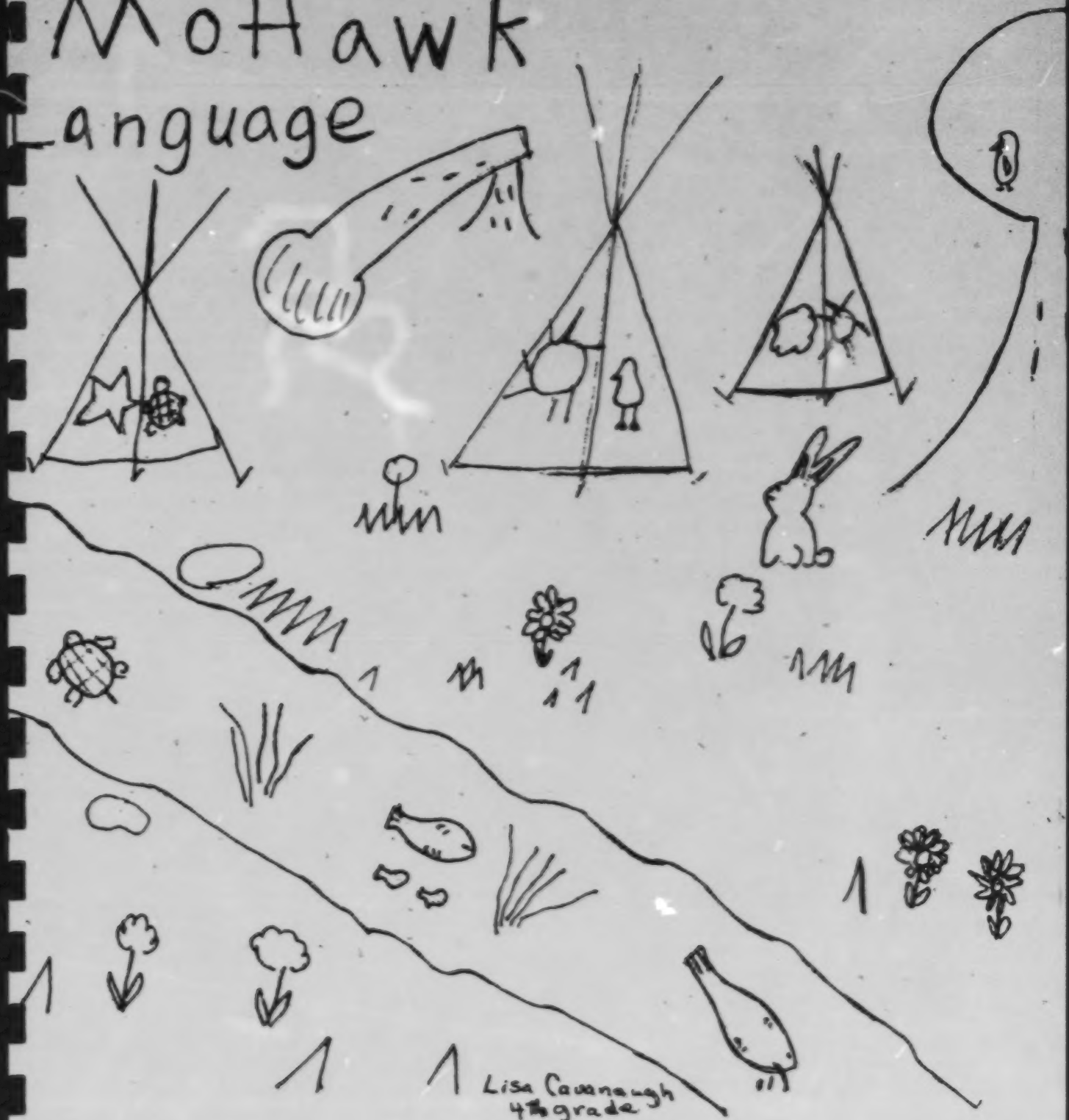
Aniamawen

Athasteren

Akiatawi

4.7d

Mohawk Language



Lisa Cavanaugh
4th grade

UNIT VIII

HOUSEHOLD

Associatinn of listening vocabulary

1) with concrete objects or household pictures (Level I)

2) by using the sight word vocabulary for household objects (Level II)

STUDENT OBJECTIVES

LEVEL I

The student will:

1) repeat each word as it is presented

2) choose the corresponding picture when the word is presented

3) name the picture when it is presented

LEVEL II

The student will:

1) read and pronounce each vocabulary word

2) match the word withthe corresponding picture

e.g. ahéra

3) write the words presented

e.g. ahéra

4) make a sentence for three household vocabulary words

e.g. Nakan owise.

4.8a

VOCABULARY

kanónsa'
karistátsi
atekwára
anitskwára
kawistóta'
ionrátsta'
tkáras
atátkon

akéra
atókwa
tsiawestákhwa
asare'
ohásera'
kanákta'
karónton
kanhóha
owise

Extending vocabulary:

wakién saién roién rotién

Sentences to translate:

1) Wakien owise tanon akera.
2) Saien ken atokwa?
3) Iakoien asare tanon tsiawestakhwa.
4) Roien tsiawestakhwa tanon asare.
5) Rotien tsiawestakhwa, asare, tanon owise.

4.8b

SAMPLE LESSON PLAN

Topic Table setting Level II

Time 30 minutes

Vocabulary: akera' atokwa asare' owise' tsiawestakhwa'

PURPOSE: To teach students vocabulary words for a table place setting.

INSTRUCTIONAL OBJECTIVES:

The student will:

1) pronounce each word as it is presented
2) match the word to the corresponding picture
3) choose and pronounce the word that corresponds to each picture

MATERIALS: flannel board, flannel back pictures of plate, fork, spoon, knife, flannel board and word cards. Place settings, actual dishes or toy dishes may be used.

METHODS:

Place the picture for plate on the flannel board. Hold up the corresponding word card, akera, and pronounce it. Repeat the pronounciation and place it next to the picture. Have the students pronounce it. Repeat this procedure with each word. Remove all pictures and word cards, placing them on a table or desk. Call on a student to start setting the table. As the picture is put in its proper place, have the student select the corresponding word card and pronounce the word correctly. Take turns with several students. Real or replicas of place settings may be used.

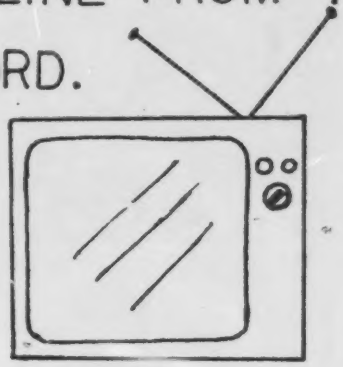
EVALUATION:

Each student will name the picture and identify the word card for four out of five vocabulary words.

4.8c

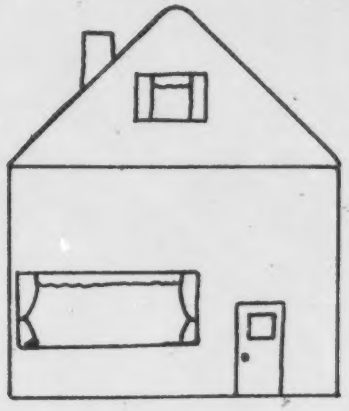
HOUSEHOLD

DIRECTIONS: DRAW A LINE FROM THE PICTURE TO THE WORD.

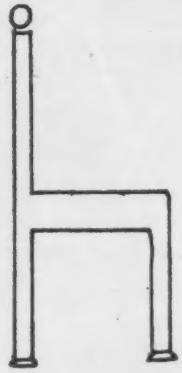


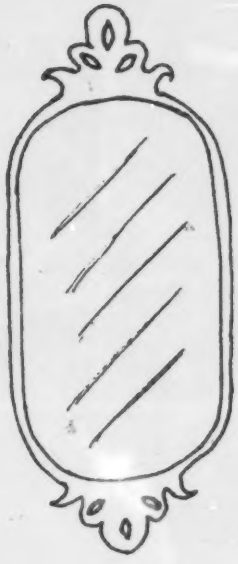
ATEKWARA

ATÁTKEN



ATÓKWA



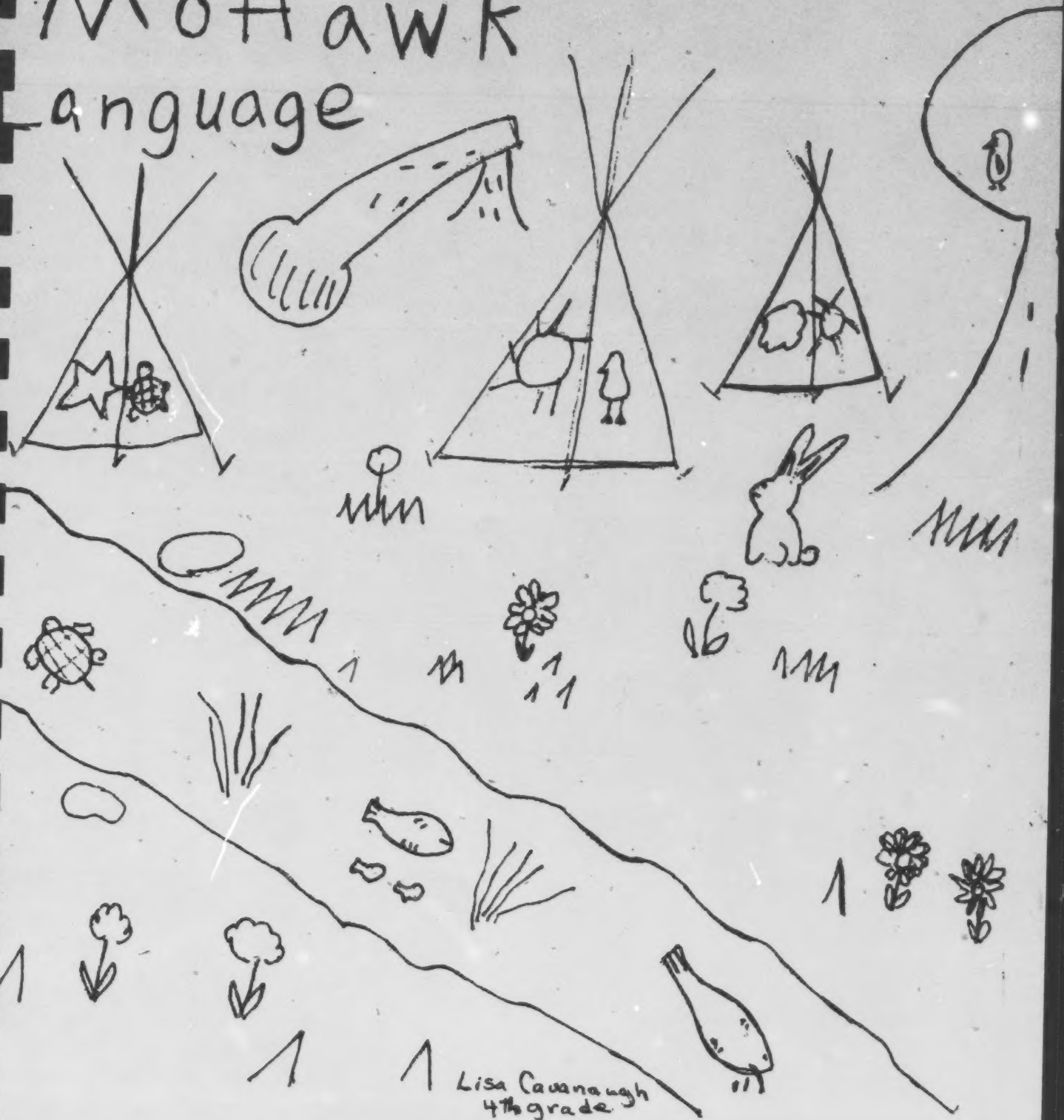


KANÓNSA

ANITSKWÁRA

T'KARAS

Mohawk Language



Lisa Cavanaugh
4th grade

UNIT IX

BODY PARTS

Association of listening vocabulary

1) with pictures of people and/or body parts (or use of dolls) (LEVEL I)
2) by using the sight word vocabulary for parts of the body (LEVEL II)

STUDENT OBJECTIVES

LEVEL I

The student will:

1) repeat orally the vocabulary word for each body part presented
2) point to the body part when the word is spoken
3) name the picture when it is presented.

LEVEL II

1) read and pronounce each word correctly
2) match the word with the corresponding picture
   e.g. onontsi
3) write each word correctly
4) make a sentence using four vocabulary words
   e.g. Wakien onontsi.

VOCABULARY

oiá'ta'
onón'tsi
onén'tsa'
oshi:na
oniára'
o!nionsa'
ona'wá':sa'
otsià:na'
oshí'ta'
onónkwis
oka`:ra'
ohónta'
óhsa'

Extending vocabulary:

wakién saién roién iakoién

Sentences to translate:

1) Wakien onontsi.
2) Wakien enska onontsi.
3) Saien tekeni otsiana'.
4) Okwari roien kaieri oshi:na.
5) Ista iakoien tekeni oshi:ta'.

SAMPLE LESSON PLAN

Topic Body Parts Level II

Time 30 minutes

Vocabulary: oiata' onontsi onentsa' oshi:na' otsia:na' oshita'

PURPOSE: To review the vocabulary for parts of the body.

INSTRUCTIONAL OBJECTIVES:

The student will:

1) recall orally and pronounce the word for body, head, arm, leg, hand, foot
2) identify the sight word for each part of the body named above
3) assemble a paper doll, naming the body, head, arm, leg, hand and foot.
4) label the parts of the body listed in objective #3.

MATERIALS: sight words listed above, a take apart paper doll(enough for each student), paper fasteners.

METHODS:

Hold up a completed doll figure. Point to oiata'. Have the students pronounce the word. Point to onontsi. Have the students pronounce the word. Repeat with each vocabulary word.

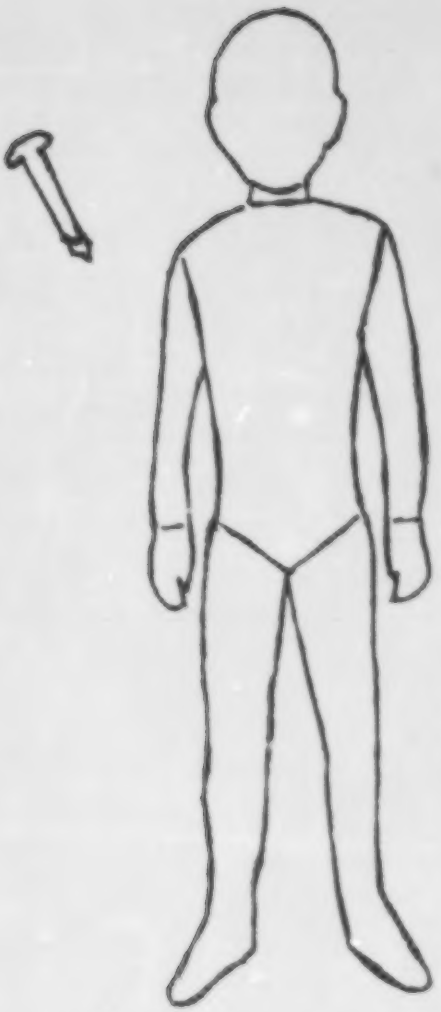
Hold up the sight word oiata. Have a student come up and point to that body part. Repeat with each word.

Distribute the unassembled paper doll and paper fasteners. Instruct the students to assemble the doll as the word card is presented.

EVALUATION:

Each student will assemble the doll correctly and label each part presented.

4.9c



4.9c

BODY PARTS-MATCHING

OSHÍ:NA

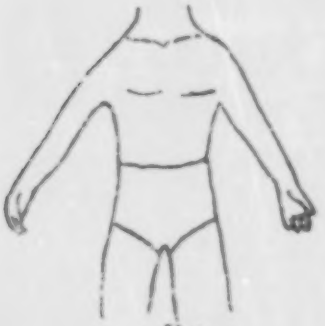
OSHÍ:TA

OTSIA:NA

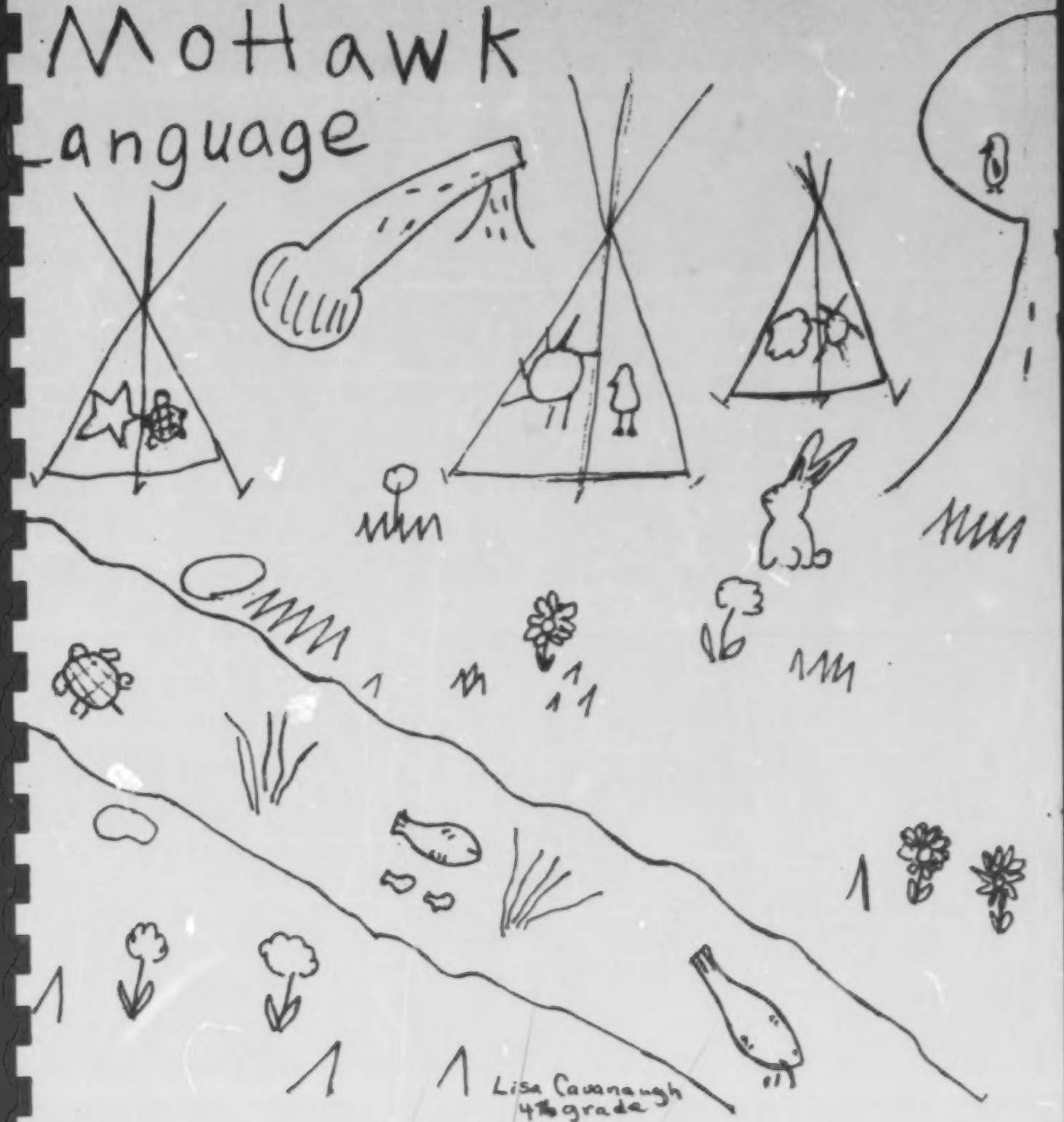
ONÉNTSA

OIÀTA

ONÓNTSI



Mohawk Language



Lisa Cavanaugh
4th grade

UNIT X

MONEY

Association of listening vocabulary

1) with replicas or pictures of money or actual coins (Level I)
2) by using the sight word vocabulary for denominations of money (Level II)

STUDENT OBJECTIVES

LEVEL I

The student will:

1) repeat orally the vocabulary for denominations of money
2) choose the correct coin when the word is spoken
3) name the coin when it is presented

LEVEL II

The student will:

1) read and pronounce each word correctly
2) match the word with the corresponding picture
   e.g. wisk sants
3) write each word correctly
4) make a sentence using our vocabulary words for each of four coins.

VOCABULARY

owísta'
énska sants
wísk sants
skawísta

oiéri sants
terentso
ásen wenson

Extending vocabulary:

wakién saién roién iakoién

Sentences to translate:

1) Wakien owista.
2) Wakien enska sants.
3) Saien wisk sants.
4) Saien ken wisk sants?
5) Rakeni roien oieri sants or Ista iakoien oieri sants.

SAMPLE LESSON PLAN

Topic Money Level II

Time 30 minutes

Vocabulary: owista, enska sants, wisk sants, oieri sants

PURPOSE: To familiarize the students with vocabulary for money and denominations of money.

INSTRUCTIONAL OBJECTIVES:

The student will:

1) repeat the vocabulary for money as they are presented and penny, nickle and dime.
2) repeat the vocabulary as the word cards are presented
3) match word cards to corresponding picture.

MATERIALS:

real or imitation coins, word cards for penny, nickle, dime, word card holder

METHODS:

Hold up a penny. Say enska sants. Place the word card in the holder. Repeat enska sants. Have the students repeat enska sants. Repeat this procedure with wisk sants, oiera sants. Present the word card owista. Have the students repeat it.

EVALUATION:

Each student will identify the three coins (enska sants, wisk sants, oeiri sants), choose the word card for each, pronouncing them correctly.

OWÍSTA---MONEY

MATCHING

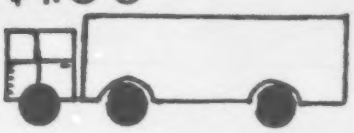
EŃSKA SANTS

5¢

TEREŃTSO

10¢

ÁSENWENSO

$1.00 

SKAWÍSTA

1¢

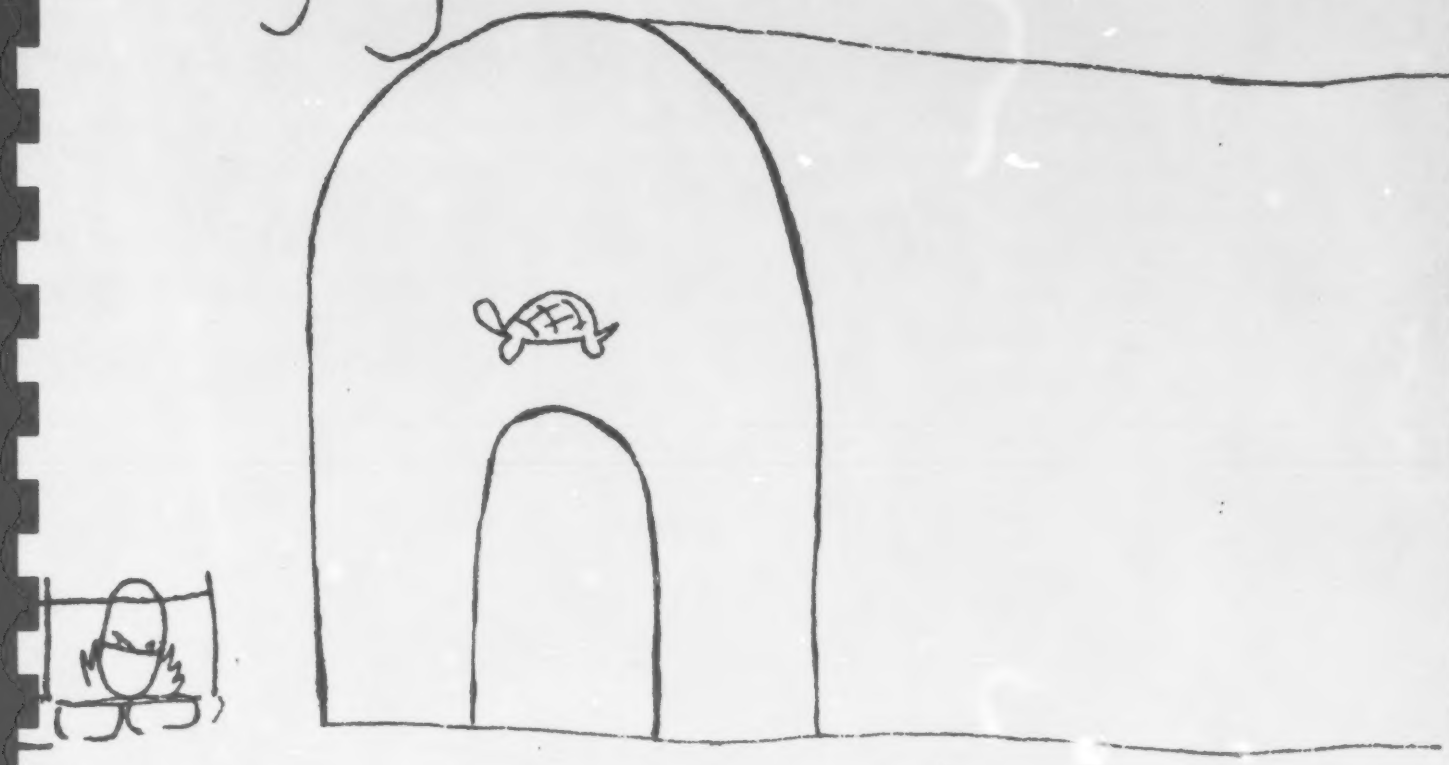
WÍSK SANTS

25¢

OIÉRI SANTS

50¢

The Mohawk Language



Mike Prairie 4th grade

UNIT XI

SEASONS, WEATHER

Association of listening vocabulary

1) with pictures of seasons and weather (Level I)
2) by using the sight word vocabulary for seasons and weather (Level II)

4.11

STUDENT OBJECTIVES

LEVEL I

The student will:

1) repeat each word as it is presented
2) choose the corresponding picture when the word is presented
3) name the picture when it is presented.

LEVEL II

The student will:

1) read and pronounce each word for seasons and weather
2) match the word with the corresponding picture
3) write the words presented
4) make a sentence for two seasons and two weather words.

VOCABULARY

Seasons	Weather
Kanennakéne	iokenóron
Akoseráke	iorákote
Kakwítene	ioronhióron
Akenháke	iòkerénen

Extending vocabulary:

ne

wenniseriio

Sentences to translate:

1) Iorakote ken? Hen.

2) Iokenoron ken? Iah.

3) Iokerenen ken ne akoserake? Hen.

4) Iorakote ken ne akenhake? Hen.

5) Wenniseriio ne iorakote.

SAMPLE LESSON PLAN

Topic Seasons Level II

Time 30 minutes

Vocabulary: kanennakne kakwitene akoserake akenhake

PURPOSE: To teach the students vocabulary for each season.

INSTRUCTIONAL OBJECTIVES:

The student will:

1) repeat each word as the seasonal picture is presented
2) repeat each word as the word cards for the seasons are presented
3) match the word card with the corresponding seasonal picture

MATERIALS:

A transparency picture for each season - fall, winter, spring, summer, word cards for each season, overhead projector.

METHOD:

Placing a picture transparency of fall on the overhead projector, say kanennakne. Have the students repeat the word. Write the word on the blackboard. Repeat the pronounciation. Have the students pronounce it. Proceed with akoserake, kakwitene, akenhake.

EVALUATION:

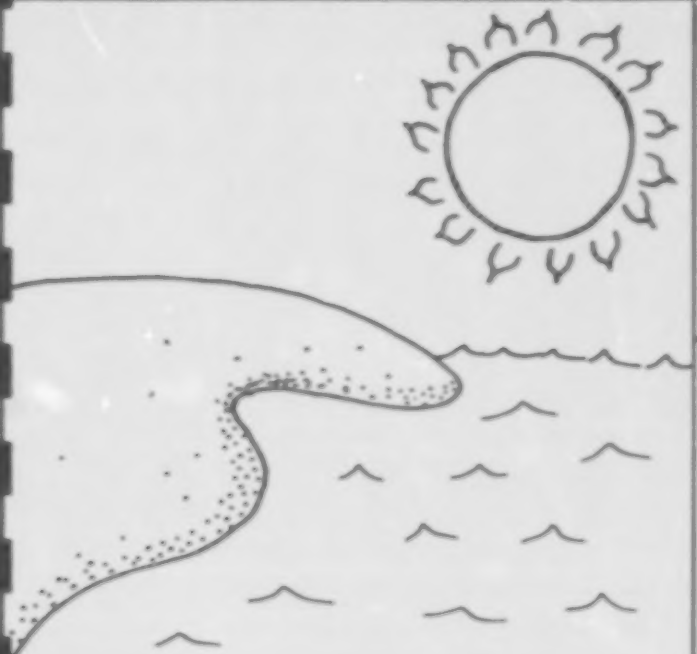
Each student will identify and pronounce correctly each vocabulary word for each season.

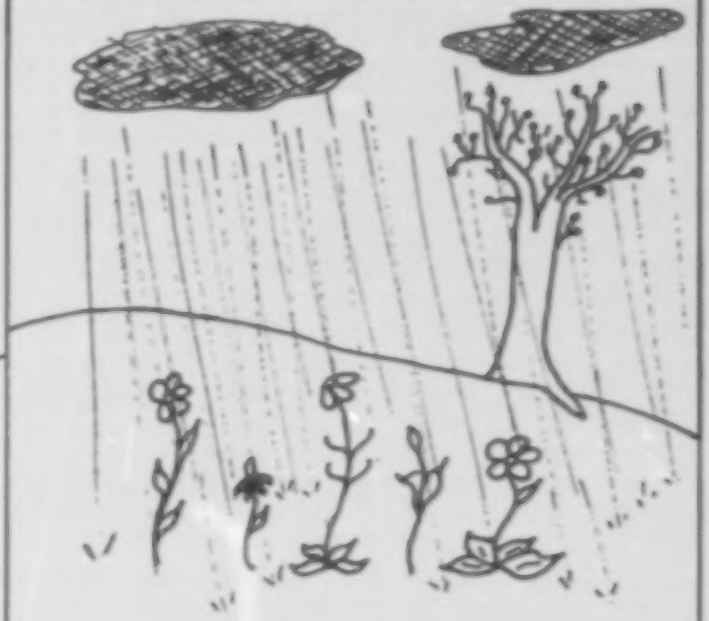
4.11c

SEASONS

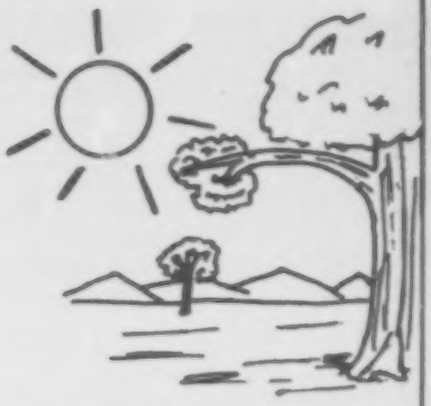
DIRECTIONS : WRITE IN THE CORRECT WORD FOR EACH PICTURE.

KANENNAKÉNE - AKOSERÁKE - KAKWÍTENE - AKENHÁKE





WEATHER – MATCHING



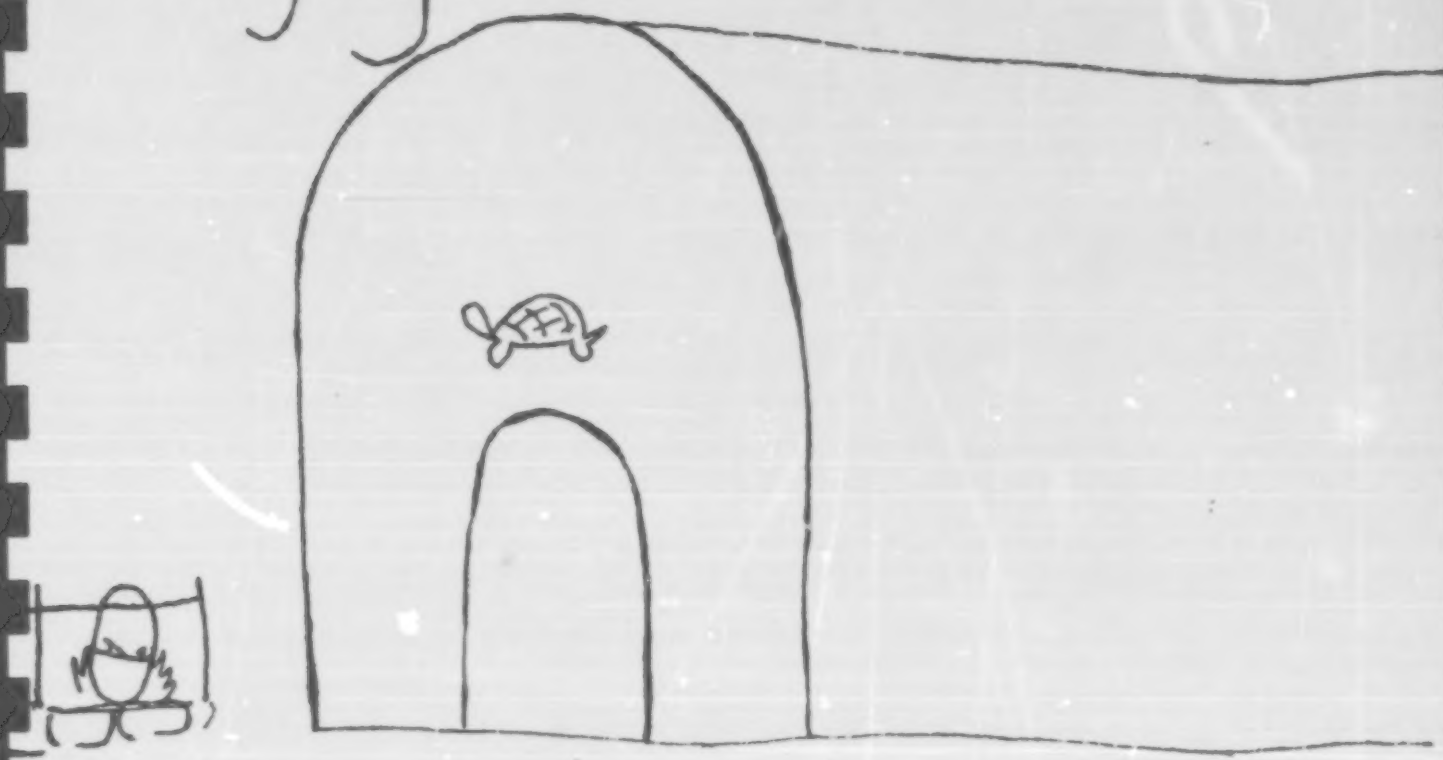
IOKENÓRON

IORÁKOTE

IORONHIORON

IOKERÉNEN

The Mohawk Language



Mike Prairie 4th grade

UNIT XLL

TIME

Association of listening vocabulary

1) with a replica of a clock or actual clock (Level I)

2) by using the sight word vocabulary for time (Level II)

STUDENT OBJECTIVES

LEVEL I

The student will:

1) repeat each word for telling time on the hour
2) choose the correct clock picture when the word is spoken
3) tell the time when the clock replica is shown.

LEVEL II

1) read and pronounce the vocabulary for telling time on the hour
2) match the word with the corresponding clock picture
3) write the words presented
4) translate three sentences.

   eg. Toniiowistaeh?

   Toniiowistaeh sentas?

   Toniiowistaeh satketskwas?

VOCABULARY

énska niiowístaeh	ia:iak niiowístaeh
tekéni niiowístaeh	tsiáta niiowístaeh
ásen niiowístaeh	satékon niiowístaeh
kaiére niiowístaeh	kiótón niiowístaeh
wísk niiowístaeh	oiéri niiowístaeh

Extending vocabulary:

shiatesewasén:nen	sentas
asonten	satketskwas
entié	tesatskahons
ohrhonkéne	toniiowistaeh
okarasneha	

Sentences to translate:

1) Tonniowistaeh?
2) Toniiowistaeh sentas?
3) Toniiowistaeh satketskwas?
4) Toniiowistaeh tesatskahons ohrhonkene?
5) Toniiowistaeh tesatskahons okarasneha?

SAMPLE LESSONA PLAN

Topic Telling Time Level II

Time 30 minutes

Vocabulary: enska niiowistaeh
tekeni niiowistaeh
asen niiowistaeh
kaiere niiowistaeh
wisk niiowistaeh
iaiak niiowistaeh

PURPOSE: To teach students vocabulary for telling time on the hour (1-6 o'clock)

INSTRUCTIONAL OBJECTIVES:

The student will:

1) repeat the vocabulary for one-six o'clock
2) repeat the vocabulary as the word cards are presented
3) match the word cards to the corresponding clock picture.

MATERIALS: a card board clock replica, word cards

METHODS:

Put the hands of the clock on one o'clock. Say enska niiowistaeh. Have the students repeat. Proceed with tekeni niiowistaeh - iaiak niiowistaeh. Have the students take turns placing the hands of the clock correctly as each time is said.

EVALUATION:

Each student will place the hands of the clock for each time (1-6 o'clock) pronouncing the vocabulary correctly.

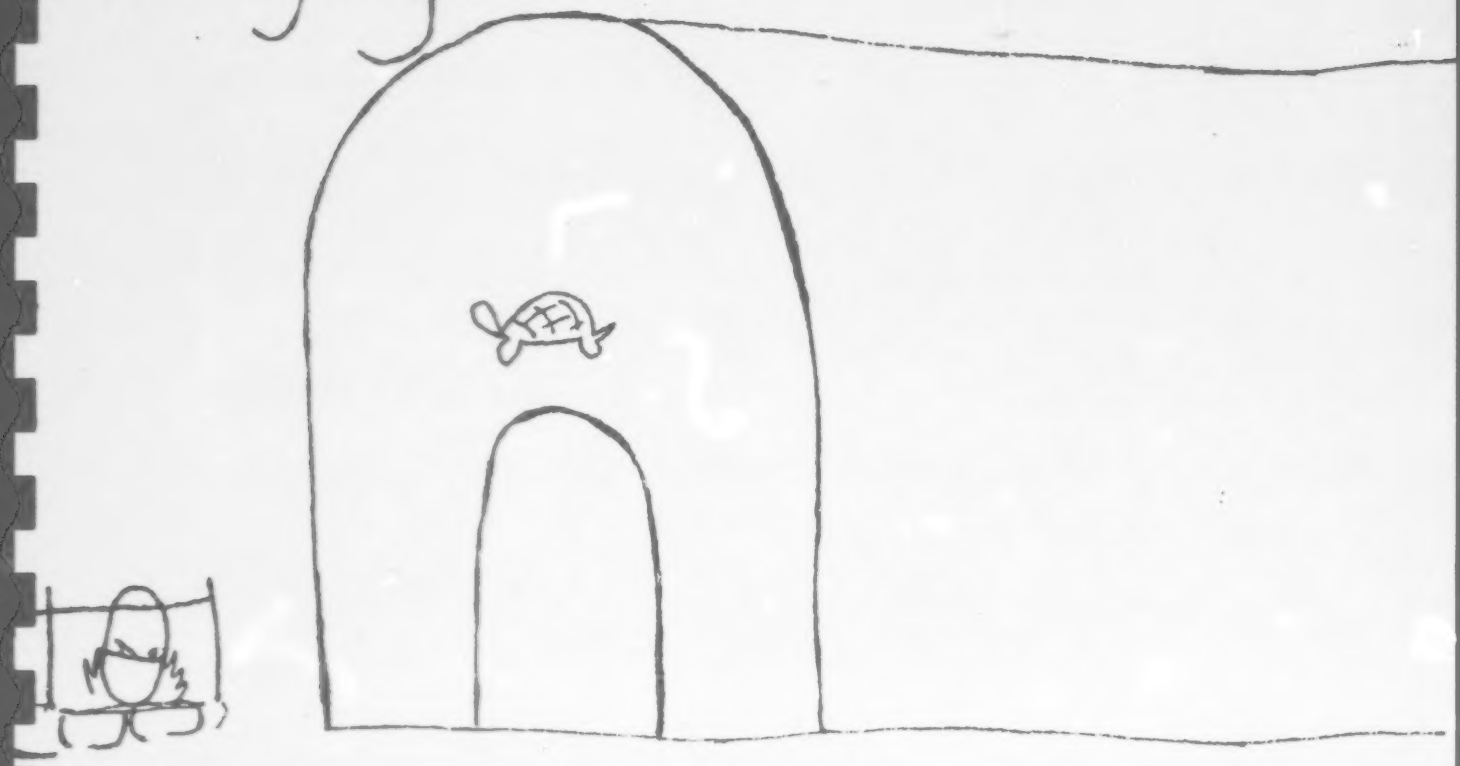
4.12c

TIME

DIRECTIONS: FILL IN THE CORRECT TIME

ENSKA NIIOWÍSTAEH, TÉKENI NIIOWÍSTAEH, ÁSEN NIIOWÍSTAEH,
KAIÉ:RI NIIOWÍSTAEH, WÍSK NIIOWÍSTAEH, IÁ:IAK NIIOWISTAEH,
TSIÁ:TA NIIOWÍSTAEH, SATÉ:KON NIIOWÍSTAEH

The Mohawk Language



Mike Prairie 4th grade

UNIT XIII

ACTION WORDS

Association of listening vocabulary:

1) with pictures and actions (Level I)

2) by using the sight word vocabulary for actions (Level II)

STUDENT OBJECTIVES

LEVEL I

The student will:

1) repeat each action word as the picture is presented
2) choose the correct action picture when the word is spoken
3) name the action as the picture is presented.

LEVEL II

The student will:

1) read and pronounce the vocabulary for action words
2) match the word with the corresponding picture
3) write the words presented
4) make a sentence for five action pictures.

VOCABULARY

saténti	tesanitsiónkwak
satóri	tesenón:niak
ísek	tesasárok
tesarátat	serathén

Extending vocabulary:

hanio

tiken

Sentences to translate:

1) Hanio satenti.
2) Hanio tekeni tesasarok.
3) Hanio asen tesanitsionkwak.
4) Satenti tanon tesasarok.
5) Isek tiken kanataro.

SAMPLE LESSON PLAN

Topic Action words Level II

Time 30 minutes

Vocabulary: satenti tesaratat isek
tesanitsionkwak

PURPOSE: To teach the students vocabulary for such actions as walk, eat, run, jump.

INSTRUCTIONAL OBJECTIVES:

The student will:

1) repeat the vocabulary for actions walk, eat, run, jump
2) match the word to the corresponding action or picture
3) act out the word as it is presented

MATERIALS: pictures of children walking, eating, running and jumping, word cards and card holder

METHODS:

Hold up the action picture-walk. Say satenti. Place the word card in the holder next to the picture. Repeat with eat, run, jump. Remove the pictures and cards from the holder. Distribute the pictures among the students. Hold up each word card. The student with the corresponding action picture will hold it up and act it out.

EVALUATION:

Each student will match each picture with the corresponding word card.

MATCHING

SÁTÓRI

SERÁTHEN

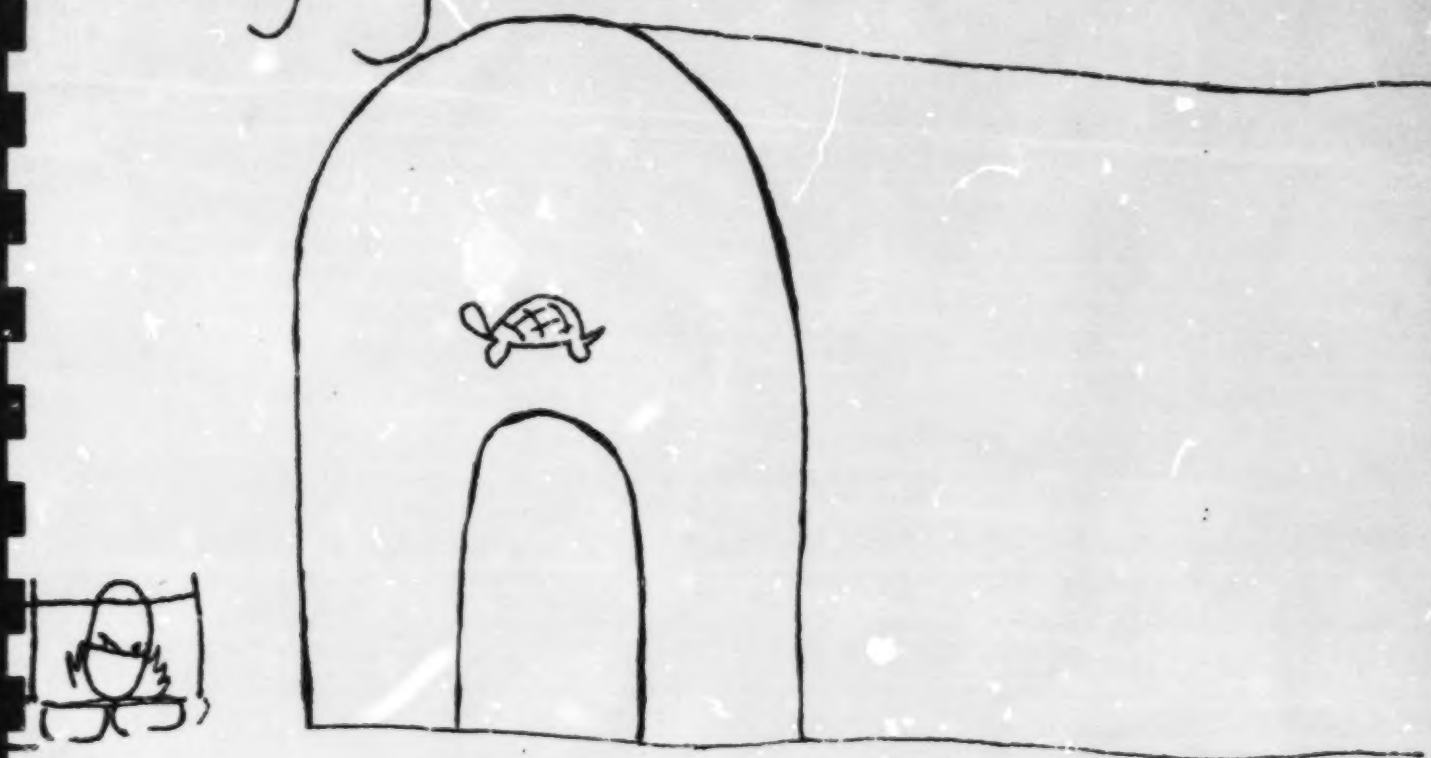
TESA'SARÓK

TESENÓNNIAKW

TESARÁTAT

TESANITSIÓNKWAK

The Mohawk Language



Mike Prairie 4th grade

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RESOURCES

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